

## SECTION A: Multiple-choice questions

### Specific instructions to students

- A correct answer scores 1 mark, and an incorrect answer scores 0.
- Marks are not deducted for incorrect answers.
- No marks are given if more than one letter is shaded in the answer box.
- Choose the alternative that is **most correct** or that **best answers** the question and mark your choice on the multiple-choice answer section as shown in the example below.

1 ☐ A ☐ B ☐ C ☒ D



- Use pencil only.

### AREA OF STUDY 1: Learning

#### QUESTION 1

Which of the following statements about fixed action patterns is **not** true?

- A Fixed action patterns are species-specific.
- B Fixed action patterns can be gender-specific.
- C Fixed action patterns are not learned.
- D Fixed action patterns involve a simple response.

#### Questions 2, 3 and 4 refer to the following scenario.

In Pavlov's original experiments involving classical conditioning, he rang a bell and then presented meat powder to a dog that would salivate. Over time, the dog began to salivate at the sound of the bell rather than at the meat powder.

#### QUESTION 2

The unconditioned stimulus in Pavlov's study was

- A Pavlov.
- B the meat powder.
- C the sight of the bell.
- D the sound of the bell.

#### QUESTION 3

The salivation produced by the dog to the bell is known as

- A the conditioned response.
- B the unconditioned response.
- C the conditioned stimuli.
- D both the conditioned and unconditioned response.

#### QUESTION 4

Pavlov later found that while some dogs would start to salivate to the sound of different bells, and the sight of his research assistant, others would only salivate to the sound of the original bell. When the dogs only salivated to the original bell this is known as

- A stimulus discrimination.
- B stimulus generalisation.
- C spontaneous recovery.
- D extinction to the original stimulus.

#### QUESTION 5

Which of the following is an example of a negative reinforcer?

- A receiving a cheque for \$200
- B receiving a reduction in a jail sentence
- C receiving a detention
- D receiving a chocolate bar

#### QUESTION 6

In Skinner's original experiments, which schedule of reinforcement led to the most rapid acquisition of learned behaviour?

- A variable interval schedule
- B variable ratio schedule
- C continuous reinforcement schedule
- D continuous punishment schedule

#### QUESTION 7

In classical conditioning, the learned response is \_\_\_\_\_, while in operant conditioning the learned response is \_\_\_\_\_.

- A voluntary; reflexive
- B spontaneous; involuntary
- C reflexive; voluntary
- D involuntary; reflexive

### ONE ANSWER PER LINE

1 ☐ A ☐ B ☐ C ☒ D  
2 ☐ A ☒ B ☐ C ☐ D  
3 ☒ A ☐ B ☐ C ☐ D  
4 ☒ A ☐ B ☐ C ☐ D

### USE PENCIL ONLY

5 ☐ A ☒ B ☐ C ☐ D  
6 ☐ A ☐ B ☒ C ☐ D  
7 ☐ A ☐ B ☒ C ☐ D

### QUESTION 8

What sort of response does **not** occur in one-trial learning?

- A a naturally occurring response
- B a voluntary response
- C a reflexive response
- D an automatic response

### QUESTION 9

Jason is ten years old and learning to snowboard. He spends several hours watching video replays of the last Winter Olympics, and can't wait to be a champion himself. According to observational learning principles, which component will most likely be missing to enable Jason to be able to snowboard like his idols?

- A attention
- B retention
- C reproduction
- D motivation–reinforcement

**Questions 10 and 11 refer to the following scenario.**

Bandura had many variations of experiments that measured the effect of observational learning on aggression. One of his experiments investigated whether different types of models would influence the number of aggressive acts exhibited, such as by watching a cartoon model or a live model.

### QUESTION 10

In his experiment, what was the dependent variable?

- A the number of children used
- B the number of aggressive acts
- C the type of model viewed
- D the intelligence of the children

### QUESTION 11

What was the independent variable?

- A the number of children used
- B the number of aggressive acts
- C the type of model viewed
- D the intelligence of the children

### QUESTION 12

Which of the following psychologists is well known for their work investigating latent learning?

- A Watson
- B Köhler
- C Skinner
- D Tolman

## AREA OF STUDY 2: Mental health

### QUESTION 13

In earlier times, it was considered 'abnormal' for women to seek a career and remain unmarried. However, in recent times such behaviour is considered 'normal'. To which of the following approaches to normality does this example **least** apply?

- A sociocultural approach
- B historical approach
- C situational approach
- D medical approach

### QUESTION 14

Peter moved from London when he was twelve years old to live in Australia. He had a heavy accent and was teased by many of his peers. He found it very hard to adapt to Australian culture and any attempt to forge new friendships was snubbed by his peers. He has now been diagnosed with depression. His lack of friendships may have been a \_\_\_\_\_ factor contributing to the development of his mental disorder.

- A psychological
- B social
- C biological
- D spiritual

### QUESTION 15

There are many physiological effects of intense or prolonged arousal. Which of the following is not a physiological symptom of arousal?

- A skin rashes
- B heart palpitations
- C mood swings
- D muscle tension

### QUESTION 16

Which of the following terms describes the process of achieving stability in the body through change?

- A allostasis
- B homeostasis
- C eustress
- D distress

### QUESTION 17

What sort of mental disorder is a phobia?

- A a depressive disorder
- B a schizophrenic disorder
- C a mood disorder
- D an anxiety disorder

### QUESTION 18

The release of gamma-amino butyric acid (GABA) in the management of a phobia is an example of a \_\_\_\_\_ contributing factor.

- A biological
- B psychological
- C social
- D all of the above

### Questions 19 and 20 refer to the following scenario.

Julie always worries about the health of her son, David. When he was little he had allergies to dust and pollen, and occasionally this made it hard for him to breathe. When he comes near any flowers, Julie jumps and pulls him in another direction. Once there was a flower delivery to her doorstep, and David remembers Julie screaming at the man to leave them on the porch.

### QUESTION 19


Which of the following sociocultural factors is Julie exhibiting as a means of contributing to the formation of a phobia?

- A parental modelling
- B threat information
- C cognitive behavioural therapy
- D flooding

### QUESTION 20

If David does develop a phobia, it is likely that it originally occurred due to the influence of an environmental trigger, such as pollen. One difficulty in studying this link is that his mother has contributed to his phobia as well. Her influence on establishing a link between environmental triggers and the development of phobias is known as

- A an independent variable.
- B a dependent variable.
- C an influential variable.
- D a confounding variable.

| ONE ANSWER PER LINE |                            |                                       |                                       | USE PENCIL ONLY  |    |                                       |                            |                                       |                                       |
|---------------------|----------------------------|---------------------------------------|---------------------------------------|---|----|---------------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| 8                   | <input type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C            | <input type="checkbox"/> D  | 15 | <input type="checkbox"/> A            | <input type="checkbox"/> B | <input checked="" type="checkbox"/> C | <input type="checkbox"/> D            |
| 9                   | <input type="checkbox"/> A | <input type="checkbox"/> B            | <input checked="" type="checkbox"/> C | <input type="checkbox"/> D  | 16 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C            | <input type="checkbox"/> D            |
| 10                  | <input type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C            | <input type="checkbox"/> D  | 17 | <input type="checkbox"/> A            | <input type="checkbox"/> B | <input type="checkbox"/> C            | <input checked="" type="checkbox"/> D |
| 11                  | <input type="checkbox"/> A | <input type="checkbox"/> B            | <input checked="" type="checkbox"/> C | <input type="checkbox"/> D  | 18 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C            | <input type="checkbox"/> D            |
| 12                  | <input type="checkbox"/> A | <input type="checkbox"/> B            | <input type="checkbox"/> C            | <input checked="" type="checkbox"/> D   | 19 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C            | <input type="checkbox"/> D            |
| 13                  | <input type="checkbox"/> A | <input type="checkbox"/> B            | <input type="checkbox"/> C            | <input checked="" type="checkbox"/> D   | 20 | <input type="checkbox"/> A            | <input type="checkbox"/> B | <input type="checkbox"/> C            | <input checked="" type="checkbox"/> D |
| 14                  | <input type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C            | <input type="checkbox"/> D  |    |                                       |                            |                                       |                                       |

## SECTION B: Short answer questions

### Specific instructions to students

- Answer all questions in the spaces provided.

### AREA OF STUDY 1: Learning

### QUESTION 1

- a Explain one situation in which graduated exposure could be used.

#### Answer:

Graduated exposure can be used in the treatment of  
phobias or to decrease anxiety experienced due to exam  
pressure or sporting performance.

- b Explain, by referring to graduated exposure, why it is considered an example of classical conditioning.

#### Answer:

Graduated exposure can be considered an example of  
classical conditioning as it involves an association being made  
between two stimuli (the feared stimulus and relaxation) to  
create a naturally occurring response (relaxed state).

1 + 2 = 3 marks

### QUESTION 2

What is operant conditioning? Provide an example of how it can be used to teach a dog to sit.

#### Answer:

Operant conditioning is when the likelihood of a behaviour  
occurring is determined by the consequences given. Every  
time a dog sits he may get a treat or reward. This should  
increase the likelihood of the dog sitting in the future.

2 marks

### QUESTION 3

Explain one similarity and two differences between one-trial learning and classical conditioning.

#### Answer:

##### Similarity:

Any one of the following: one-trial learning and classical  
conditioning both involve a naturally occurring response;  
one-trial learning and classical conditioning both involve  
an association being formed between two stimuli.

### Differences:

Any two of the following: one-trial learning occurs after a singular pairing between the conditioned stimulus and the unconditioned stimulus, whereas classical conditioning involves repeated association; a response conditioned through one-trial learning is less likely to be extinguished than one learned through classical conditioning; stimulus generalisation is a lot less likely in one-trial learning than it is in classical conditioning.

3 marks

### QUESTION 4

Explain why watching a live model produced a higher number of aggressive acts by participants in Bandura's Bobo doll experiment than watching a cartoon model.

#### Answer:

A live model is more similar to the participants used in the experiment. Having a model that is similar to the learner is one factor that increases the likelihood of observational learning occurring.

1 mark

### QUESTION 5

Name and explain any two of the four stages of insight learning. Make reference to how the chimpanzees in Köhler's experiment demonstrated this stage.

**Answer:** Any two of the following:

#### Stage: Preparation

Explanation: Gathering the necessary tools to solve a problem and attempting possible solutions. Example: The chimpanzees picked up the two sticks and tried to reach the banana.

#### Stage: Incubation

Explanation: Not making any outward attempts to solve the problem; a rest period. Example: The chimpanzees did not make any attempt to solve the problem for a period of time.

#### Stage: Insightful experience

Explanation: The solution suddenly becomes apparent in a light bulb or 'aha' experience. Example: The chimpanzees suddenly figure out putting one stick in the other would enable them to reach the banana.

#### Stage: Verification

Explanation: Trying the solution to the problem to check that it is successful. Example: After putting one stick in another the monkey reached the banana.

6 marks

### QUESTION 6

Discuss two ethical considerations that were not met in Watson and Rayner's experiment involving Little Albert and the conditioning of a fear response.

#### Answer:

Discuss any two of the following:

**Voluntary participation** – neither Little Albert nor his mother offered to be involved in the study.

**Informed consent** – Little Albert's mother did not sign a permission form to say she was aware of the procedures.

**Debriefing** – Little Albert's mother removed him from the experiment before Watson and Rayner had a chance to countercondition or debrief him.

**No psychological or physiological harm** – Watson and Rayner conditioned Little Albert to fear, which caused great psychological trauma.

**Withdrawal rights** – there was no adult present to be an advocate for Little Albert and remove him if psychological harm occurred.

2 marks

### AREA OF STUDY 2: Mental health

### QUESTION 7

Give one example of a behaviour that might be considered abnormal and one example of a behaviour that might be considered normal according to the following approaches.

**a Statistical approach to normality**

#### Answer:

##### Abnormal:

Having an ENTER score above 95 OR being over 7 feet tall.

##### Normal:

Successfully completing VCE OR turning 18 in Year 12.

**b Functional approach to normality**

#### Answer:

##### Abnormal:

Not being able to dress yourself OR not being able to hold a job over the age of 18.

##### Normal:

Working part-time while at university OR being able to cook simple meals.

2 + 2 = 4 marks

### QUESTION 8

- a Name one categorical system for classifying types of mental illness.

**Answer:**

DSM-IV OR ICD-10.

- b What is one disadvantage of using categorical systems to classify mental health conditions?

**Answer:**

Classification systems can be very definite in deeming  
someone ill or healthy, or abnormal or normal but there is no  
recognition of how severe the disorder is.

1 + 1 = 2 marks

### QUESTION 9

According to the general adaptation syndrome, during which stage is the hormone cortisol released into the bloodstream? Why does this occur?

**Answer:**

Cortisol is released in the resistance stage of the general  
adaptation syndrome. It is released to help repair any  
damage to the body that may have occurred due to stress.

2 marks

### QUESTION 10

Describe two strategies that can be used to help cope with stress.

**Answer:**

Any two of the following: biofeedback can be used to try  
to reduce physiological responses such as heart rate and  
respiration to calm an individual; meditation/relaxation can  
help reduce heart and respiratory rate to calm an individual;  
physical exercise can help alleviate stress as it uses  
adrenalin that has been released during a stress response;  
social support can be important for coping with stress to  
allow an individual to strategise and prioritise.

2 marks

### QUESTION 11

Explain how the cognitive and behavioural components work during Cognitive Behavioural Therapy to help reduce anxiety. Use an example to support your answer.

**Answer:**

The cognitive component teaches sufferers how to change  
their thoughts (for example, thinking rationally about  
whether there are any risks). The behavioural component  
teaches sufferers how to change their reactions to  
anxiety-provoking situations (for example, to engage in  
deep breathing).

3 marks